

VISIT...

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4th Grade Houghton Mifflin Reading At A Glance

| Theme                                                                            | W<br>k | Comprehension<br>Strategy          | Comprehension Skill        | Spelling<br>Structural Analysis                                                      | Grammar                                 |
|----------------------------------------------------------------------------------|--------|------------------------------------|----------------------------|--------------------------------------------------------------------------------------|-----------------------------------------|
| Back to<br>School                                                                |        | Strategy Workshop: Strategy Review |                            |                                                                                      |                                         |
| <b>1:</b><br><b>Journeys</b><br><br><i>Focus On:</i><br><b>Mysteries</b>         | 1      | Summarize                          | Story Structure            | Short vowels a, e; long vowels a, e<br>Base words and endings -er, -est              | Kinds of Sentences                      |
|                                                                                  | 2      | Predict/Infer                      | Author's Viewpoint         | Short vowels i, o; long vowels i, o<br>Suffixes -ly and -y                           | Subjects and predicates                 |
|                                                                                  | 3      | Monitor/Clarify                    | Text Organization          | Short vowel u; long vowel u<br>Syllabication                                         | Compound sentences                      |
|                                                                                  | 4      | Question                           | Noting Details             | Homophones<br>Word roots tele, rupt                                                  | Common nouns                            |
| <b>2:</b><br><b>American<br/>Stories</b><br><br><i>Focus On:</i><br><b>Plays</b> | 1      | Predict/Infer                      | Sequence of Events         | The /ou/ (howl/pound) and /ô/<br>(jaw/cause) sounds<br>Contractions                  | Proper nouns                            |
|                                                                                  | 2      | Evaluate                           | Making Inferences          | The /oo/ sounds: moon and cook<br>Word roots <i>sign</i> and <i>spect</i>            | Singular and plural nouns               |
|                                                                                  | 3      | Summarize                          | Making<br>Generalizations  | The /îr/ (gear), /är/ (sharp), /âr/<br>(hairy) sounds<br>Suffixes -er, -or, and -ist | Singular and plural nouns               |
|                                                                                  | 4      | Question                           | Categorize and<br>Classify | The /ôr/ (horse), /ûr/ (curve), and<br>/yoor/ (cure) sounds<br>Possessives           | Singular and plural<br>possessive nouns |

4th Grade Houghton Mifflin Reading At A Glance

| Theme                                                                | W<br>k | Comprehension<br>Strategy | Comprehension Skill     | Spelling<br>Structural Analysis                                                            | Grammar                             |
|----------------------------------------------------------------------|--------|---------------------------|-------------------------|--------------------------------------------------------------------------------------------|-------------------------------------|
| <b>3:<br/>That's<br/>Amazing</b>                                     | 1      | Monitor/Clarify           | Noting Details          | Compound words<br>Words that begin with a- or be-                                          | Action verbs                        |
|                                                                      | 2      | Question                  | Compare and<br>Contrast | Final /ər/ (sugar), and final /l/ or /lə/<br>(bottle/medal)<br>Words with the suffix -able | Main verbs and helping<br>verbs     |
|                                                                      | 3      | Evaluate                  | Fantasy and Realism     | Words ending with -ed or -ing<br>Digraphs                                                  | Present, past, and future<br>tenses |
|                                                                      | 4      | Monitor/Clarify           | Story Structure         | Homophones<br>Prefixes un-, dis-, and non-                                                 | Past time and future time           |
| <b>4:<br/>Problem<br/>Solvers</b><br><br><i>Focus On:<br/>Poetry</i> | 1      | Predict/Infer             | Predicting Outcomes     | The /k/, /ng/, and /kw/ sounds<br>Words with the suffix -ible                              | The irregular verb <i>Be</i>        |
|                                                                      | 2      | Evaluate                  | Problem Solving         | Final /ē/<br>Prefixes <i>re-</i> , <i>mis-</i> , and <i>ex-</i>                            | Other irregular verbs               |
|                                                                      | 3      | Summarize                 | Drawing Conclusions     | Final /j/ and /s/<br>Prefixes <i>pre-</i> , <i>con-</i> , and <i>com-</i>                  | Adjectives                          |
|                                                                      | 4      | Question                  | Story Structure         | VCCV pattern<br>Consonant clusters                                                         | Comparing with adjectives           |
| <b>5:<br/>Heroes</b><br><br><i>Focus On:<br/>Pourquoi<br/>Tales</i>  | 1      | Predict/Infer             | Cause and Effect        | Words with a Prefix or a Suffix<br>Vowel diphthongs                                        | Subject pronouns                    |
|                                                                      | 2      | Monitor/Clarify           | Making Judgments        | Changing final y to i<br>Two sounds of g                                                   | Object pronouns                     |
|                                                                      | 3      | Evaluate                  | Fact and Opinion        | VCV Pattern<br>Two sounds of c                                                             | Possessive pronouns                 |

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|----------------------------------------------------|----------|---------------------------|---------------------------------------------|-------------------------------------------------------------|-------------------------------------------|
| <b>6:</b><br><b>Nature:<br/>Friend and<br/>Foe</b> | <b>1</b> | Summarize                 | Following Directions                        | Three-syllable words<br>r-controlled vowels                 | Adverbs                                   |
|                                                    | <b>2</b> | Monitor/Clarify           | Topic, Main idea, and<br>Supporting Details | Unusual spellings<br>Suffixes <i>-less, -ness, and -ion</i> | Comparing with adverbs                    |
|                                                    | <b>3</b> | Predict/Infer             | Making Inferences                           | Silent consonants<br>Word roots <i>graph, tract</i>         | Prepositions and<br>prepositional phrases |